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THE EFFECT OF A SUMMER TELEVISION READING PROGRAM ON THE
READING ACHIEVEMENT OF CHILDREN. INTERIM REPORT.

EVANSVILLE-VANDEBURGH SCHOOL CORP., IND.

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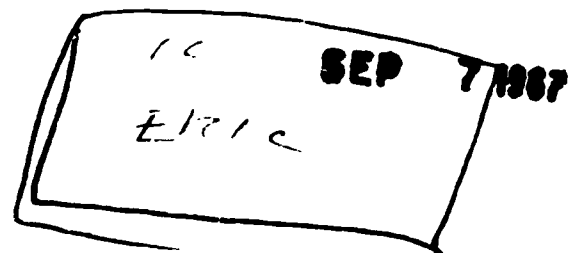
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EVANSVILLE VANDERBURGH SCHOOL CORPORATION, EVANSVILLE,
INDIANA,

THROUGH A COOPERATIVE RESEARCH PROJECT CONTRACT, THE
EVANSVILLE-VANDERBURGH SCHOOL CORPORATION IN INDIANA
DEVELOPED A SUMMER EDUCATIONAL TELEVISION PROGRAM ACCOMPANIED
BY WORKBOOKS FOR PUPILS WHO HAD JUST COMPLETED THE FIRST
GRADE AND STUDIED THE PROGRAM'S EFFECT ON THEIR READING
ACHIEVEMENT. CONTROL-GROUP TESTING WAS DONE IN 1965, AND
EXPERIMENTAL-GROUP TESTING WAS DONE ONE YEAR LATER. IN MAY
1965 2,455 FIRST-GRADE CHILDREN TOOK THE CALIFORNIA READING
TEST ON VOCABULARY AND COMPREHENSION AND THE CALIFORNIA TEST
OF MENTAL MATURITY. FOUR MONTHS LATER THE CALIFORNIA READING
TEST WAS AGAIN GIVEN TO THE SAME CHILDREN, 16.5 PERCENT OF
WHOM WERE ABSENT. RESULTS SHOWED THAT WHILE MOST CHILDREN
NEITHER GAINED NOR LOST IN COMPREHENSION, THERE WAS A TOTAL
LOSS OF 2 MONTHS IN VOCABULARY. SEPARATE RESULTS FOR THE
TOTAL CONTROL GROUP POPULATION, FOR THE LOW QUARTILE IQ, AND
FOR THE HIGH QUARTILE IQ ARE TABULATED IN THIS INTERIM
REPORT. THE EXPERIMENTAL GROUP WAS TESTED IN MAY OF 1966,
EXPOSED TO 40 HALF-HOUR EDUCATIONAL TELEVISION PROGRAMS
ACCOMPANIED BY WORKBOOKS, AND RETESTED 4 MONTHS LATER. THE
FINAL REPORT FOR THE WHOLE STUDY WILL BE COMPLETED EARLY IN
1967. (NS)

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OF CHILDREN

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U. S. Office of Education
Cooperative Research Project 2647

INTERIM REPORT

Humphrey, Jack

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Evansville-Vanderburgh School Corporation
Evansville, Indiana
January, 1966

ED013723

On July 16, 1964, the Evansville-Vanderburg School Corporation was awarded a \$24,819.00 Cooperative Research Project contract to determine the effect of a summer television reading program on the reading achievement of children who have recently completed the first grade.

The objectives of the study are:

1. To determine the actual loss during the summer in reading achievement of pupils who have recently completed the first grade.
2. To develop a summer television program with accompanying workbooks for pupils who have recently completed the first grade.
3. To test the null hypothesis that there is no difference between the means of reading achievement tests taken by children who have not had the chance to participate in a summer television reading program and children who have had the chance to participate. The following null hypothesis relating to the experimental and control groups and the results would be tested.
 - a. There is no difference between the reading achievement means of the pupils of the two groups in the upper quartile of the intelligence tests.
 - b. There is no difference between the reading achievement means of the pupils of the two groups in the lower quartile of the intelligence tests.
 - c. There is no difference between the reading achievement results of girls and boys in the two groups.

RESULTS OF CONTROL GROUP TESTING

The California Reading Test, Lower Primary, Form W was administered to the pupils in May, 1965, and Form X was given to them in September, 1965. The test consists of two parts, reading vocabulary and reading comprehension. The four parts of the reading vocabulary test are concerned with word forms, word recognition, meaning of opposites, and picture association. The reading comprehension test involves following directions and interpretation of material.

The California Short-Form Test of Mental Maturity, Primary, was given to the children in May, 1965. It consists of seven tests which sample various kinds of mental processes to establish the level and rate of mental development. The tests include sensing right and left, manipulation of areas (identify one among three drawings which is a different view of the first one) similarities (find drawing related to another), inference, number concepts, numerical quantity, and verbal concepts.

The tests were administered to pupils by their classroom teachers. Scoring was done at the reading center by secretaries, and totals were computed with IBM machines.

Table 1 shows the results of the control group testing for the 2,051 pupils who took both reading tests and the intelligence test. A total of 2,455 pupils were given the first reading test which means that 404 pupils or 16.5 per cent of the first group tested were not present for the second test.

TABLE 1. RESULTS OF TESTING PROGRAM FOR TOTAL POPULATION OF CONTROL GROUP

	Boys	Girls	Total
Number	1069	982	2051
Mean Age	7-1	7-0	7-0
Mean I. Q.	110	110	110
Test 1			
Mean Vocabulary	1.9	2.1	2.0
Mean Comprehension	1.7	1.9	1.8
Mean Total Reading	1.9	2.0	2.0
Test 2			
Mean Vocabulary	1.7	1.9	1.8
Mean Comprehension	1.7	1.9	1.8
Mean Total Reading	1.7	1.9	1.8

The mean I. Q. for the total group of 110 was the same for both boys and girls. Girls achieved better than boys in all reading tests given even though they had the same average I. Q. and were an average of one month younger than the boys.

The children achieved higher scores in May on the vocabulary portion of the test than on the comprehension section. However, after several months vacation these scores were equal.

The I. Q. scores for the total group ranged from 41 to 160. The various

scores ranged from 1.0 to 4.0 which was as low and as high as the tests measured.

Table 2 gives the results of the testing program for the low quartile of the control group as determined by intelligence scores.

TABLE 2. RESULTS OF TESTING PROGRAM FOR LOW QUARTILE (I. Q.) OF CONTROL GROUP

	Boys	Girls	Total
Number	267	245	512
Mean Age	7-3	7-3	7-3
Mean I.Q.	90	90	90
Test 1			
Mean Vocabulary	1.6	1.7	1.6
Mean Comprehension	1.4	1.5	1.4
Mean Total Reading	1.6	1.7	1.6
Test 2			
Mean Vocabulary	1.4	1.5	1.5
Mean Comprehension	1.4	1.5	1.5
Mean Total Reading	1.4	1.5	1.5

The ages of the pupils in the low quartile averaged three months higher than the total population. The average I.Q. was 90 with a range of 41 to 99.

The children scored higher on the vocabulary section of the test than

on the comprehension section but these differences were not present in September. Girls scored better than boys in all areas of the reading testing.

Table 3 shows the results of the testing program for the high quartile of the control group. The children were younger than the total population by one month and an average of four months younger than the pupils in the lower quartile.

TABLE 3. RESULTS OF TESTING PROGRAM FOR HIGH QUARTILE (I. Q.) OF CONTROL GROUP

	Boys	Girls	Total
Number	282	241	523
Mean Age	6-11	6-10	6-11
Mean I. Q.	131	130	131
Test 1			
Mean Vocabulary	2.3	2.5	2.4
Mean Comprehension	2.1	2.4	2.2
Mean Total Reading	2.3	2.5	2.4
Test 2			
Mean Vocabulary	2.1	2.3	2.2
Mean Comprehension	2.0	2.4	2.2
Mean Total Reading	2.1	2.4	2.2

The mean I. Q. for the group was 131 with a range of 121 to 160. Boys had a slightly higher I. Q. than girls but were outscored by girls on all reading tests. The vocabulary scores were higher than the comprehension scores on all tests. However, losses between tests were consistently higher in the vocabulary section of the reading tests.

Table 4 lists the losses and gains made in the reading testing. The biggest losses in the low and high quartiles as well as the total population were in the areas tested by the vocabulary section of the reading test. Most of the children neither gained nor lost in the comprehension subtest. While the low quartile lost only one month in total reading as compared to the high quartile loss of two months, the per cent of loss was actually higher in the lower quartile. The two months loss by the total population represents a twenty per cent loss in total reading during the summer.

TABLE 4. LOSS OR GAIN IN READING ABILITY OF CONTROL GROUP BY LOW AND HIGH QUARTILES AND BY TOTAL POPULATION

Reading Tests	Low Quartile (I.Q.)			High Quartile (I.Q.)			Total Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Vocabulary	-.2	-.2	-.1	-.2	-.2	-.2	-.2	-.2	-.2
Comprehension	0	0	+.1	-.1	0	0	0	0	0
Total Reading	-.2	-.2	-.1	-.2	-.1	-.2	-.2	-.1	-.2

TELEVISION PROGRAM

Miss Sandra Altheide, television teacher, has prepared lesson plans and visuals for the forty one-half hour programs to be presented from June 20 to August 12, 1966. Sets for the program are being designed under the guidance of Robert Edelman, director of educational television. A group of eight first and second grade teachers under the direction of Miss Marie Strunk, supervisor of elementary education, have written a workbook for use in the program. The workbook is being illustrated and should be printed early in 1966.

A survey made during the week of June 1, 1965, revealed that 97.6 per cent or 2,395 out of 2,455 children then in the first grade had television sets in their homes. Of the sixty children without sets, twenty-four indicated that they could view the program in a neighbor's home. Therefore, less than one per cent of pupils in the school corporation would not have been able to view the program if it had been presented during the summer of 1965.

The testing in May and September, 1966, of the experimental group will complete the project. Data will be analyzed in the fall of 1966, and the final report will be completed by January, 1967.